DOCUMENT RESUME

ED 176 903 RC 011 282

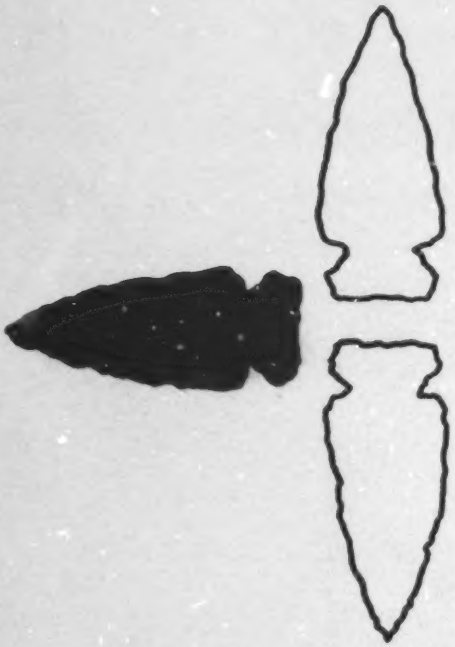
TITLE	Indian Culture Master Plan. A Master Plan for Enriching the Background of Public School Personnel in Native American Cultures.
INSTITUTION	Montana State Board of Education, Helena.
PUB DATE	Dec 75
NOTE	24p.; Not available in paper copy due to colored pages
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*American Indian Culture; *American Indian Education; College Curriculum; College Programs; Cross Cultural Studies; Cultural Background; Cultural Education; *Curriculum Development; Educational Programs; Postsecondary Education; *Public Schools; Public School Teachers; State Legislation; *State Programs; *Teacher Education
IDENTIFIERS	*Montana

ABSTRACT

Recognizing that the cultural and historical contributions of Native Americans should be part of the basic education of all citizens in the state, the 1974 Montana legislature directed that an Indian Culture Master Plan be devised to enrich the background of all public school teachers. The plan was to provide means by which all public school teachers within 10 years would receive training in Indian studies and all public schools would be provided with a program of study that included American Indian history, culture, sociology, and values as seen by Indians. The resolution further called for participation of Indian people in the preparation and presentation of programs. Kenneth Harwood, a Blackfoot Indian, was appointed to investigate methods for implementation; assisting him was a statewide advisory committee of 45 members. Their study resulted in a series of seventeen recommendations that were incorporated into the Indian Culture Master Plan. The plan itself includes recommendations on program guidelines, funding, compliance procedures, media materials, bilingual and bicultural programs, and affirmative action. Appendices list the names and addresses of those serving on the advisory committee, the 17 recommendations of Harwood's Indian Studies Project, recommendations on Native Americans and postsecondary education, and guidelines for teacher training. (DS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED176903



indian culture master plan

A master plan for enriching the background of public school personnel in Native American cultures.

adopted december 15, 1975

RC 011282

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Rick Reese

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

STATE BOARD OF EDUCATION
MONTANA

INDIAN CULTURE MASTER PLAN

A master plan for enriching the background of public school personnel in Native American cultures.

Adopted December 15, 1975 by the State Board of Education

MONTANA

TABLE OF CONTENTS

INTRODUCTION 1

PROGRAM GUIDELINES 3

- MONTANA UNIVERSITY SYSTEM 3
- PUBLIC SCHOOLS 4
- UTILIZATION OF INDIAN ORGANIZATIONS AND COMMITTEES 4

FUNDING FOR IMPLEMENTATION 4

COMPLIANCE PROCEDURES 5

MEDIA MATERIALS 6

BILINGUAL AND BICULTURAL PROGRAMS 7

AFFIRMATIVE ACTION 7

SUMMARY AND CONCLUSION 7

APPENDICES

I	SECTIONS 76-6129 to 75-6132, R.C.M., 1947
II	HOUSE JOINT RESOLUTION 60
III	STATEWIDE ADVISORY COMMITTEE
IV	PRELIMINARY RECOMMENDATIONS, INDIAN STUDIES PROJECT FINAL REPORT
V	CHAPTER 9, COMMISSION ON POSTSECONDARY EDUCATION FINAL REPORT
VI	GUIDELINES FOR TEACHER TRAINING

INTRODUCTION

There has been an increasing awareness in Montana of the opportunity for cultural enrichment available through our Native American population. At the same time, there has been growing recognition of our responsibility to provide more adequate educational opportunities for Native Americans. Responsibility extends not only to providing school buildings and teachers, but also to insuring relevant curricula and sensitive treatment of Indian history, religions, customs and values. In meeting those responsibilities, participation of Native Americans is critical. Through development of relevant curricula, and other efforts to increase awareness of Indian culture, the non-Indian segment of Montana's citizenry will benefit to a degree proportional to the success of those efforts.

There have been several indicators of Montana's commitment to Native Americans. When the Constitution of the State of Montana was redrafted in 1972, the following provision was included:

> The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity. [Article X, Section 1 (2)]

The Constitution became effective July 1, 1973, and is the only state constitution which includes reference to Native Americans.

During the 1973 session, the Legislative Assembly enacted House Bill 343, now codified as statute in 75-6129 to 75-6132, R.C.M., 1947. (See Appendix I) This statute directs that by July 1, 1979, only those certified personnel who have completed training in American Indian studies shall be employed in those schools whose Indian population qualifies them to receive federal funds for Indian educational programs. It is "predicated on the belief that school personnel should relate effectively with Indian students and parents" and is enacted "to provide a means by which school personnel will gain an understanding of and appreciation for the American Indian people."

It should be noted that the intent of this legislation is twofold: first to accord recognition to and support for the unique heritage of Indian people and secondly, and most importantly, to make that heritage accessible to non-Indians. The ultimate benefit will be for all people.

A third indicator of Montana's commitment to Native Americans and to the goal of enrichment through recognition of their culture, is embodied in House Joint Resolution 60 which was passed during the 1974 Legislative session by overwhelming majority. HJR 60 directed "the Board of Public Education and the Board of Higher Education (Board of Regents) to develop a master plan for enriching the background of all public school teachers in American Indian culture." (See Appendix II) This resolution, although it does not have the force of law, is a clear expression of legislative intent concerning the direction the education community is to take regarding Native American culture. It specifies a longer time frame for implementation of its provisions—until 1984 compared to HB 343's direction to comply with its provisions by 1979 — but also extends its application to all public school teachers rather than those teaching on, or in the vicinity of, Indian reservations. As in HB 343, the resolution calls for the participation and assistance of Indian people in the preparation and presentation of programs.

The 1974 Legislature, in order to insure development of the master plan specified in HJR 60, allocated funds for the effort through which Mr. Ken Harwood, a Blackfeet Indian, was appointed. Mr. Harwood spent a year researching background material, compiling data, consulting with the Indian community and investigating the most appropriate methods of implementation. A statewide advisory committee of forty-five members was appointed to assist him. Members of the advisory committee were selected from among leaders in education across the state and included legislators, attorneys, teachers, students, university representatives and tribal representatives. Forty-one of the members are Native Americans. Co-chairmen of the committee were Joan Kennerly, former principal in Browning, Montana, and a member of the Governor's Commission on Postsecondary Education, and Elmer Main, Education Specialist, Fort Belknap Agency. (See Appendix III)

Mr. Harwood's study resulted in a series of seventeen recommendations covering all aspects of both HB 343 and HJR 60. These recommendations were transmitted in his final report to the Joint Curriculum Committee of the Board of Public Education and the Board of Regents in May, 1975. (See Appendix IV) They, along with the accompanying data, form the nucleus of this report presented by the Joint Curriculum Committee to the State Board of Education.

When Mr. Harwood's recommendations were received by the Committee, the executive officers of each board, i.e. the Commissioner of Higher Education and the Superintendent of Public Instruction, were requested to determine the feasibility of implementation and together to develop a final report. Working with staff members involved in Indian education, plans were developed which, pending adoption by the State Board of Education, would result in initial implementation of the Indian Culture

Master Plan by September, 1976. The report was presented to the State Board of Education on December 15, 1975, by the Joint Curriculum Committee. It was unanimously approved and is presented herein.*

It should be recognized that full implementation of the Master Plan, and realization of the goals which engendered it, will require years of effort. Considerable time and energy have been invested in its development but implementation will require continued commitment by men and women of good will and integrity. For that reason, the Indian Culture Master Plan cannot be viewed as a complete and final document. It is merely a vehicle to provide a framework through which education in Montana can focus its resources on a long-neglected area — the cultural contribution of Native Americans to Montana and to the United States.

*The "Indian Culture Master Plan" addressed by this document and referred to herein is the plan referenced in HJR 60 "for enriching the background of all public school teachers in American Indian culture."

PROGRAM GUIDELINES

Consistent with Article X of the Constitution of Montana, House Bill 343 (Sections 75-6129 to 75-6132, R.C.M., 1947), and House Joint Resolution 60 (1974), the Native American perspective should be emphasized in applicable course offerings of the Montana University System and programs of study in the state's public schools. Formal schooling for Montana's Native Americans should become more relevant to their aspirations, values, customs and historical perspectives with particular emphasis on language, history, religion, as well as to their social, political and recreational pursuits. Another major objective of the Indian Culture Master Plan is to provide a forum for the presentation of "true, accurate and undistorted information about Native Americans and Montana Indian culture" in the state's higher education institutions and public schools. The third objective is to enable non-Indians to better understand Native Americans through the development of an awareness and appreciation of their unique cultural contributions.

To facilitate this perspective and provide a forum for cultural awareness, there are several prerequisites:

1. teachers knowledgeable about Montana Indians and Indian cultures;
2. teachers who are able to demonstrate their sensitivities and concerns for Montana Indian people to students through educational programs;
3. the development of programs of study and course offerings that include Indian history, traditions, customs, values, beliefs, ethics and contemporary affairs as seen from tribal perspective; and
4. the participation and assistance of Native American people.

With regard to the first and second prerequisites, the ideal may be to have Native Americans conduct all courses in Native American studies. At the present time, the number of teachers of Indian heritage currently employed in our institutions and schools, and the number of available applicants, is limited and such an ideal is not possible to achieve. It should also be recognized that many non-Indians are knowledgeable and committed to the goals of Native Americans. At the same time, Native American faculty members and teachers should not be required, either overtly or implicitly, to undertake responsibilities which are not compatible with their personal and professional goals. It is, however, a long-range goal to increase the number of Native American faculty in the state's university and public school systems.

Montana University System

At the university level, it is recommended that at each teacher-training institution a Native American Studies director be appointed or that a person be assigned specific responsibility for this area. The NAS director, in cooperation with the Dean of Education and various departments, should develop an interdisciplinary program of courses which present various aspects of Indian culture from Indian perspective.

It is further recommended that six quarter credit hours be established as the minimum requirement for teacher candidates in the Montana University System to satisfy the intent of relevant legislation. The NAS director and the Dean of Education should designate those courses which can be used to fulfill this requirement.

Several administrative details that should be considered are the course numbering, preferential enrollment of education majors and notification on transcripts of completion of the requirement. If enrollment in any course is too high, education majors should be given a priority. It may be advisable for courses which become part of this interdisciplinary program to carry dual numbers, one that of the department and one a Native American Studies number. If a dual numbering system is not implemented, other provision for indicating completion should be made.

The development of the interdisciplinary program should insure that at least one course meeting the requirement for teacher candidates will be offered every quarter. Whenever possible, courses should also be available for graduate credit. In addition, field work should be incorporated in the courses at every opportunity. The Native American Studies director should also serve as a liaison between the Indian community and faculty offering courses in order to convey information about Indian evaluation of films, books and other resource material.

The NAS director, or person assigned responsibility for Native American programs, should develop a list of prospective consultants with their backgrounds and proficiencies who would be available to faculty offering courses in Native American studies. The consultants should be reimbursed by funds allocated to the NAS program for that purpose. Consultants should be selected on the basis of expertise rather than academic background, thus providing an opportunity for knowledgeable Native Americans to serve as resource people and to add a necessary dimension to course offerings.

The Native American Studies director and the Dean of Education should cooperatively establish guidelines for all persons involved in Native American studies. While it may be advisable for non-Indian faculty to have formal background in Indian culture, such a requirement would severely limit the capability of the state's institutions to develop a strong interdisciplinary program of courses which emphasize Native American perspective at the present time. Nevertheless, we are confident that the integrity of any program in Native American studies will be maintained by a concerned and responsible faculty. It is suggested that each campus institute an Indian Education Committee to evaluate courses upon request of the faculty, to consider complaints and suggestions and to focus discussion and make recommendations concerning such courses. All faculty offering courses which comprise an interdisciplinary program in Native American studies should be aware of the necessity to seek involvement of the Indian people as emphasized in HB 343 and HJR 60 and that such

courses should seek to present Indian culture from a tribal or Native American perspective.

The Commissioner of Higher Education will work in cooperation with campus representatives to coordinate implementation of the Indian Culture Master Plan. His staff will maintain close communication with the Inter-Unit Committee on Native American Studies to insure orderly and timely development of the provisions of the Plan.

Public Schools

With respect to the public schools, the State Superintendent, in conjunction with school districts, will develop standards of competency and qualifications for persons participating in Native American studies programs in public school inservice training programs.

In establishing qualifications, specific criteria should be developed. Again, academic requirements should not be a major factor since such requirements may exclude Native Americans who may lack academic background but who may be most competent to make presentations related to Native American studies. The teachers of courses should have knowledge of Native American studies and an appreciation of Indian culture as well as rapport with those enrolled in training. This effort should be compatible with that of teacher training institutions whenever possible and thus would require close communication and cooperation between the staff of the Superintendent of Public Instruction and that of the Commissioner of Higher Education. (See Appendix VI)

Insofar as the state's public schools are concerned, HB 343 and HJR 60 clearly describe the principles and elements that should be incorporated in teacher courses of study or inservice training related to Native American studies and the Indian culture. Therefore, these principles and elements will be followed by the State Superintendent, local boards of trustees, school district officials and teachers when preparing inservice training programs. Every effort will be made by the State Superintendent to disseminate germane information to the state's school district officials and teachers to apprise them of their responsibilities and obligations concerning the legislation and the Indian Culture Master Plan.

The State Superintendent's office currently has the resources to develop and disseminate guidelines for the use of school officials in developing programs of study on Indian culture. Many of the elements of present programs, i.e., Johnson-O'Malley Act, administered by the Superintendent will be incorporated in the guidelines. These elements would include, but are not limited to, Indian parental involvement in the development of programs of study; the use of appropriate Indian ceremonies and cultural events; preference for bilingual or biculturally trained teachers in schools with concentrations of enrolled Indian students; the use of tribal representatives and other culturally knowledgeable people; the utilization of Indian books, films, artifacts and other Indian culture resource materials for instructional purposes; and the use of Indian parents and teachers and parent-teacher committees in the evaluation of Native American programs of study.

Utilization of Indian Organizations and Committees

Existing organizations and committees (e.g., local Indian Education Committees, Tribal Councils, Montana Intertribal Policy Board, Governor's Task Force on Indian Affairs, Commissioner's Inter-Unit Advisory Committee on Native American Studies) will be utilized by the Superintendent of Public Instruction and the Commissioner of Higher Education in advisory and review capacities for matters relating to Native American studies and cultural awareness. The participation of these organizations will be especially helpful in providing effective coordination between the Indian communities and the respective state agencies for the implementation of Native American Studies programs.

It has been recommended that a Master Plan Review Committee be appointed under authority assigned to the Board of Public Education and the Board of Regents to have several administrative responsibilities. This proposal, however, is not feasible. Under Section 82A-110 R.C.M, the boards have the authority to create only advisory councils. To appoint a committee with authority to conduct various activities and exercise certain responsibilities, as suggested, would be both duplicative of other agencies' responsibilities and, in all probability, illegal. Such duplication of committees and responsibilities is not considered to be in the best interest of those whose task will be to implement the Indian Culture Master Plan.

FUNDING FOR IMPLEMENTATION

Several recommendations contained in the Indian Culture Master Plan report were directed toward securing adequate funding to insure implementation and continuation of efforts to provide more adequate training in Native American culture for teachers. After extensive review of financial considerations and of staff currently available in both the Office of the Commissioner of Higher Education and the Office of the Superintendent of Public Instruction, Commissioner Pettit and Superintendent Colburg have determined that further concentration of funds at the administrative level for purposes of implementing the Master Plan would not be the most beneficial use of already inadequate resources. Several factors were considered in making this determination. First, staff are already available in both offices who have assigned responsibilities for programs involving Native Americans and related matters. In fact, staff are already actively involved in meeting the responsibilities outlined in House Bill 343 and House Joint Resolution 60. Secondly, the ultimate responsibility for implementation of the Master Plan will rest with personnel at institutions of higher education and in public schools.

Consequently, it seems more appropriate to allocate

financial resources to programs involved in actual delivery of services. This decision, however, does not reflect lack of commitment on the part of the administration. Both the Commissioner's office and the Superintendent's office are fully aware of their responsibilities as outlined in the legislation and welcome the opportunity to coordinate programs which can increase educational opportunities for both Native Americans and non-Indians through cultural awareness.

In the University System, an inter-unit committee on Native American Studies has been appointed, part of whose function will be to coordinate implementation of the Indian Culture Master Plan. Numerous faculty members and personnel in the Native American Studies programs at the campuses will be working in various capacities on this program. In the Superintendent's office, staff members in the Indian education program, a cultural awareness specialist, special education personnel and others involved with various federal programs designed to assist Native Americans will all contribute their efforts.

The Office of the Commissioner of Higher Education and the Office of the State Superintendent for Public Instruction have in the past actively solicited federal funds for programs which have an impact on educational opportunities for Native Americans. It is a matter of policy that all available funds for these purposes be accepted on behalf of Montana's citizens. Although special funding for particular programs will continue to be sought from both state and federal government, eventually those programs which prove beneficial over the long term will be absorbed into the regular budget requests. The Board of Regents will incorporate the costs of implementing the Master Plan into its 1977 and subsequent appropriations requests to the Montana Legislature.

COMPLIANCE PROCEDURES

Several recommendations have been made concerning compliance procedures to meet the directive of House Bill 343, which is now part of the statutes of Montana (75-6129 R.C.M., 1947):

> An act requiring American Indian studies to be part of the educational background of public school teaching personnel employed on, or in public schools located in the vicinity of, Indian reservations where the enrollment of Indian children qualifies the school for federal funds for Indian educational programs, and encouraging American Indian studies as part of the educational background of all school personnel employed in the state.

The statutes further direct that, by July 1, 1979, in such schools only those certified personnel who have satisfied the requirements for instruction in American Indian studies shall be employed. The law further urges that all members of boards of trustees and all non-certified personnel in such school districts be encouraged to complete similar training in Indian cultural awareness. In addition, the law specifically encourages compliance with the requirements by all boards of trustees for public school districts.

The Board of Public Education recognizes and fully accepts the responsibility to insure compliance with these statutes but considers that initial responsibility must rest with local boards of trustees. The Board of Public Education, together with the Superintendent of Public Instruction, will exercise leadership in encouraging all school districts to assume such responsibilities for the employment of certified personnel trained in American Indian studies by 1979. The Board recognizes, however, the desirability of establishing as a priority efforts to enable those schools specifically referred to in the legislation to comply with the intent of the law as soon as possible.

Although the legislation does not require certification of teachers in Native American studies, it does require that all certified personnel employed in certain school districts must have satisfied the requirements established to implement the law. The statute delineates the procedures which may be followed in meeting these requirements:

(a) a formal course of study offered by a unit of higher education developed with the advice and assistance of Indian people;

(b) in-service training developed by the Superintendent of Public Instruction in cooperation with educators of Indian descent and made available to school districts; or

(c) in-service training provided by a local board of trustees, which is developed and conducted in cooperation with local Indian people.

In order to enable the board of trustees for school districts to insure compliance in schools under their jurisdiction, procedures must be established to provide evidence of completion of the requirement. Three options are available to provide such evidence:

1) A transcript from a unit of the Montana University System which indicates completion of requirements for teacher candidates in Native American studies;

2) A letter from the board of trustees of the school district to the participant certifying completion of the inservice training program developed by the Superintendent of Public Instruction;

3) A letter from the board of trustees of the school district to the participant certifying completion of a locally developed inservice training program.

It will be important to insure some measure of comparability between inservice training programs and University System requirements. To meet the intent of the law, the following will be required:

a) a total of six college quarter credits in courses designated as satisfying the requirement;

b) inservice training of thirty clock hours duration developed either by the local school district or the Superintendent of Public Instruction;

c) a combination of University System courses and inservice training which is comparable to either of the above.

Although thirty clock hours is not directly comparable to six quarter credits, inservice training can be structured to compensate in intensity for what it may lack in actual time invested. Approximately two hours of additional study will be required for each contact hour of inservice training. Inservice training will be recorded through the procedures outlined in Board of Public Education policy 105 and the State Superintendent's inservice education guidelines.

MEDIA MATERIALS

The Montana State Library Commission was requested to review the recommendation that an American Indian Media Review Committee be created to review and distribute literature and other materials related to Native American culture. The following is the response from the State Library Commission forwarded to the Committee by the State Librarian:

The Montana State Library Commission is pleased that the Indian Studies project recognizes the importance of public libraries in providing resources on Native American and Montana Indian culture. The public library has meant much to various cultural groups as they assess their needs for accurate information concerning themselves. The use of the public library is free and voluntary and its collections of materials are broad and inclusive.

The individual public library programs are not planned at the state level. Undoubtedly a well-prepared bibliography of Native American and Montana Indian materials would be well received and would be well used by all public libraries.

Montana State Library's plan for library development in Montana is through federations of libraries. Under the federation system, a group of libraries work together to provide a broader range of resources and services than individual libraries can offer alone. A request for materials begins at the local public library; if the local library cannot supply the information, the request goes to the headquarters library of the federation and may proceed from there to state or regional or national sources. Through this network of library services, the requests for materials about Native Americans and Montana Indian cultures could be handled.

Montana State Library could compile a bibliography of materials on Native American and Montana Indian cultures. The Library is willing, in conjunction with interested Native Americans, to select for such a list materials currently in print that attempt to reflect a fair and honest treatment of Native Americans and that attempt to show their cultural and philosophical values. It is not desirable that all biased materials be eliminated since the history of an oppressed people needs to be understood from all perspectives in order to realize fully (the historical background).

Montana State Library would like to develop the bibliography in cooperation with already established Indian Advisory Councils, such as the Johnson O'Malley Parent Advisory Committees, rather than establishing another advisory council. Montana State Library would solicit from some of the Johnson O'Malley Committees opinions as to whether they considered materials fair, realistic or sympathetic in their treatment of Native Americans. Montana State Library would also seek the suggestions and evaluations of the Indian Education Supervisor in the Office of the Superintendent of Public Instruction.

Funding for a bibliographer would have to be sought by Montana State Library. Perhaps an organization such as WICHE would be willing to pay an intern to develop such a bibliography. Funding would also have to be sought for the publication and distribution of such a bibliography. Montana State Library would have to seek funding to purchase copies of all the titles listed to be sure of their availability throughout the state.

Media material to be included on the list will be selected in the same manner. Few small public libraries are able to accumulate many films, slides,tapes, etc. Montana State Library contracts with the Great Falls Public Library for the operation of the Montana Public Library Film Service. Some 16mm films on the subject could be added to that collection as finances are found.

It would not be possible for Montana State Library to review materials held in public libraries in the state, since selection policies are set by local boards of trustees. It is hoped that the bibliography would be widely distributed and used.

Public School and Montana University System Libraries

Emphasis should be placed on the acquisition of resource materials which reflect an accurate interpretation and representation of the history and culture of Native Americans in both public school libraries and in libraries located on college and university campuses. Special efforts should be made to allocate financial resources for the acquisition of such materials. In the Montana University System, the Native American Studies Director or person assigned responsibility for the Indian Culture Master Plan should work directly with the librarians to insure availability of appropriate materials.

BILINGUAL AND BICULTURAL PROGRAMS

It has been suggested that teacher-training institutions be urged to establish "bilingual and bicultural education programs to insure that elementary and high school teachers understand Indian students' cultural frames of reference and tribal experiences." This is a laudable goal but one which cannot be feasibly developed in the immediate future on a broad scale, at least insofar as bilingual programs are concerned. At the university level, bilingual training for teacher candidates requires two elements which are in short supply — funding and adequately prepared faculty proficient in Native American languages. The second element is further complicated by the fact that there are several hundred Native American languages, most of which are not in written form. There are a number of people currently in the state with a sufficient proficiency and expertise to offer courses in those languages appropriate to the Indian tribes in Montana. It is suggested that such courses be instituted as soon as possible at the appropriate institutions.

In the public schools it is conceivable to provide a bilingual component as part of inservice training programs, especially in areas located near large Indian populations which have a common language. The Rocky Boy School District has undertaken a very successful effort toward bilingual education and could be used as a model for other such efforts.

Despite the impediments to development of bilingual education programs, we recognize the necessity to preserve Native American languages as a basic and functional part of Indian culture. We encourage and support innovative programs and efforts to achieve such preservation at all levels of the education system.

With regard to bicultural programs, the entire concept of the Indian Culture Master Plan is directed toward that end. The commitment implied in the Montana Constitution, stated in legislation and contained in the Master Plan provisions are all expressions of interest and concern which will result in positive efforts to enhance both Indian and non-Indian culture through awareness and appreciation.

AFFIRMATIVE ACTION

The Board of Regents and the Board of Public Education are aware of the severe under-representation of Native Americans in the professional education community. Affirmative action plans have been or are being developed at each institution of the Montana University System and for public schools in Montana. These plans will specifically address the need to recruit and appoint Native Americans at the administrative and teaching levels.

In addition to the major concern of affirmative action to increase equal opportunity, both educational and economic, for all people, another concern specific to education in Montana involves the concept of role models. We recognize the critical importance of providing for Indian students the opportunity to observe and emulate people of their own culture who represent the best attributes of humanity.

SUMMARY AND CONCLUSION

The broad goal of the Indian Culture Master Plan is to develop greater understanding between Native Americans and non-Indians in Montana. The basic premise in this undertaking is that such understanding can best be achieved through the educational process. Consequently, the Master Plan is primarily concerned with the following:

1. enabling teachers, other certified personnel, and teacher-candidates to become aware of and sensitive to the concerns of Native Americans;
2. insuring the development of programs in public schools which emphasize Native American contributions and perspectives;
3. facilitating the further development of courses and programs at the university and college level which present "true, accurate and undistorted information" about Native Americans;
4. insuring the participation and assistance of Native American people in these efforts; and
5. encouraging more harmonious relations between Native Americans and non-Indians in Montana through better understanding and cultural awareness.

In 1974, the Governor's Commission on Postsecondary Education devoted a chapter to Native Americans in their Final Report. (See Appendix V) Several of the recommendations contained in that chapter bear directly on the purposes of the Indian Culture Master Plan. They recommended that:

97. The State Board of Education and the Montana postsecondary institutions fully implement the mandate of the new Montana Constitution (Article X, Section 2) through continued expansion of innovative projects and existing Indian programs.

101. Postsecondary institutions and concerned state agencies should support the new Indian Culture Master Plan for the Education of Public School Teachers (HB 343, HJR 60) and provide assistance for its implementation.

102. The Board of Regents and the Board of Public Education review educational policies as they relate to Indian students and initiate the necessary action to insure that the educational needs of the Native American people are being met.

These recommendations have been considered and incorporated in development of the Master Plan. The Commission's Report is one more indication that Native Americans will not remain "forgotten citizens."

The time is long overdue for acknowledgement of the role Native Americans have played in shaping our country and our state. Their cultural and historical contributions should be part of the basic education available for all Montanans. Through implementation of the Master Plan, the Board of Regents and the Board of Public Education hope to insure significant advances toward this goal.

Appendix I

(Excerpt from)

REVISED CODES OF MONTANA, 1947

75-6129. Policy to recognize heritage of American Indians. It is the constitutionally declared policy of this state to recognize the distinct and unique cultural heritage of the American Indians and to be committed in its educational goals to the preservation of their cultural heritage. It is the intent of this act, predicated on the belief that school personnel should relate effectively with Indian students and parents, to provide means by which school personnel will gain an understanding of and appreciation for the American Indian people.

History: En. Sec. 1, Ch. 464, L. 1973.

Title of Act.

An act requiring American Indian studies to be part of the educational background of public school teaching personnel employed on, or in public schools located in the vicinity of, Indian reservations where the enrollment of Indian children qualifies the school for federal funds for Indian education programs, and encouraging American Indian studies as part of the educational background of alll school personnel employed in the state.

75-66130. Definitions. (1) As used in this act, "American Indian studies" means instruction pertaining to the history, traditions, customs, values, beliefs, ethics and contemporary affairs of American Indians, particularly Indian tribal groups in Montana.

(2) As used in this act, "instruction" means

(a) a formal course of study offered by a unit of higher education developed with the advice and assistance of Indian people;

(b) in-service training developed by the superintendent of public instruction in co-operation with educators of Indian descent and made available to school districts; or

(c) in-service training provided by a local board of trustees, which is developed and conducted in co-operation with local Indian people.

History: En. Sec. 2, Ch. 464, L. 1973.

75-6131. Teachers of Indian children to be qualified in Indian studies—trustees and noncertified personnel. (1) By July 1, 1979, all boards of trustees for elementary and secondary public school districts on, or in public schools located in the vicinity of, Indian reservations where the enrollment of Indian children qualifies the school for federal funds for Indian education programs, shall employ only those certified personnel who have satisfied the requirements for instruction in American Indian studies as defined in section 2 [75-6130] of this act.

(2) Members of boards of trustees and all noncertified personnel in public school districts on or in the vicinity of Indian reservations are encouraged to satisfy the requirements for instruction in American Indian studies as defined in section 2 [75-6130] of this act.

History: En. Sec. 3, Ch. 464, L. 1973.

75-6132. Other schools encouraged to comply with requirements on Indian studies. Boards of trustees for all public school districts other than those defined in section 3 [75-6131] above and governing authorities for all nonpublic schools in Montana are encouraged to comply with the provisions and intent of this act.

History: En. Sec. 4, Ch. 464, L. 1973.

Appendix II

MONTANA SESSION LAWS

HOUSE JOINT RESOLUTION NO. 60

A JOINT RESOLUTION OF THE SENATE AND THE HOUSE OF REPRESENTATIVES OF THE STATE OF MONTANA INSTRUCTING THE BOARD OF PUBLIC EDUCATION AND THE BOARD OF HIGHER EDUCATION TO DEVISE A MASTER PLAN FOR ENRICHING THE BACKGROUND OF ALL PUBLIC SCHOOL TEACHERS IN AMERICAN INDIAN CULTURE.

WHEREAS, the 1972 Montana constitution commits the educational policy of the state to the preservation of the cultural integrity of the American Indians; and

WHEREAS, the American Indian has been fundamental in the formation, flavor, and history of the state of Montana, and

WHEREAS, the American Indian in Montana is the product of a unique psychological history which is understood only by people who have either experienced or studied history from the viewpoint of the American Indian, and

WHEREAS, the problems of American Indians are compounded by a general lack of understanding of the unique background of Indian students and their families, and

WHEREAS, both the teaching force in Montana and their student population are at present substantially undereducated in the history, values and culture of American Indians as seen by Indians, and

WHEREAS, the history of Montana and the current problems of the state cannot be adequately understood apart from an understanding of the history, problems and contributions of the American Indian,

NOW, THEREFORE, BE IT RESOLVED BY THE SENATE AND THE HOUSE OF REPRESENTATIVES OF THE STATE OF MONTANA:

That the Board of Public Education and the Board of Regents of Higher Education are directed to devise, in consultation with Indian people, a specific comprehensive plan for a statewide program that will:

(1) provide teacher-training institutions in Montana with adequate resources to prepare teachers to understand the history, culture, sociology, and values of American Indians as seen by Indians,

(2) provide inservice training, planned in consultation with Indian people, for those teachers who cannot return to an institution of higher education for formal courses in Indian studies,

(3) provide means by which all public school teachers in Montana may, within ten (10) years of the adoption of this resolution, receive training in Indian studies as directed in this resolution.

(4) provide all public schools in Montana, within ten (10) years, with a program of study that includes American Indian history, culture, sociology, and values as seen by Indians,

(5) provide a means by which qualifications for teacher certification may include, within ten (10) years, adequate training in Indian studies to prepare the certified teacher to understand the unique background of his or her Indian students, and

(6) provide a means by which Indian people may be utilized in the preparation and presentation of the courses planned under the guidelines of this resolution.

Such plans shall consider, as is appropriate to the authority of each board, measures in teacher training curriculum, teacher certification, continuing education for teachers, and such other measures as will further the policies of the constitution and this resolution. The boards may submit a joint plan.

Approved February 21, 1974

Appendix III

MEMBERS OF THE STATEWIDE ADVISORY COMMITTEE

CO-CHAIRMEN:

Mrs. Joan Kennerly
Principal, K. W. Bergan School
Browning, Montana 59417

Mr. Elmer Main
Educ. Specialist, B.I.A.
Fort Belknap Agency, Montana

MEMBERSHIP:

Edward Bates
Professor
University of Montana
Missoula, Montana 59801

Bert Corcoran
Business Manager
Rocky Boy Tribe
Rocky Boy Agency, Montana

Shirley De Coteau
Director, Montana Indian Education Association
Billings, Montana 59101

Ray Gone
(Former Director, Urban/Rural Project)
Hays, Montana 59527

George Harris
American Indian Attorney
Missoula, Montana 59801

Nancy Joseph
Chairman, JOM
Elmo, Montana 59915

Joe Little Coyote, Dir.
No. Cheyenne Dev. Project
Ashland, Montana 59003

Jack Plumage
Fort Belknap Tribal Council
Fort Belknap Agency, Montana

Sharon Stands, Director
School Age Education
Crow Agency, Montana 59022

Henrietta Whiteman, Director
UM Indian Studies
Missoula, Montana 59801

Mrs. Joan Kennerly
Principal, K. W. Bergan School
Browning, Montana 59417

Verlin Belgard
Assistant Director
Area B.I.A. Education
Billings, Montana 59101

Charles Courchane
Teacher, Indian Studies
Wolf Point, Montana 59201

Percy DeWolfe
State Senator
Browning, Montana 59417

Darryl Gray
Executive Director, Montana United Scholarship Serv.
Great Falls, Montana 59401

Granville Hawley
Director, Urban/Rural Project
Hays, Montana 59527

Gary Kimble
State Representative
Missoula, Montana 59801

Merle Lucas, Coordinator
State Indian Affairs
Helena, Montana 59601

Dale Old Horn, Asst. Prof.
EMC Indian Studies
Billings, Montana 59101

Clarice Sanchez, Student
University of Montana
Missoula, Montana 59801

Lenore Stiffarm, Student
University of Montana
Missoula, Montana 59801

Terry Wilson, Director
EMC Indian Studies
Billings, Montana 59101

Mr. Elmer Main
Educ. Specialist, B.I.A.
Fort Belknap Agency, Montana

Ernie Big Horn, Director
Rocky Mountain/Miles Community College Indian Studies
Miles City, Montana 59301

Rebecca Dasinger
Teacher, Title VII Indian Studies
Brockton, Montana 59213

Leroy Falls Down
Board Member, Pryor School
Pryor, Montana 59066

Gerald Gray
Superintendent, Rocky Boy Schools
Rocky Boy Agency, Montana

Polly Holmes
State Representative
Billings, Montana 59101

Carl Kipp
Blackfeet Tribal Council
Browning, Montana 59417

Virginia Lucht, Teacher
Helena Public Schools
Helena, Montana 59601

Robert Peregoy, Acting Coordin.
MSU Indian Studies
Bozeman, Montana 59715

Dorothy Small, Chairman
Rocky Boy School
Rocky Boy Agency, Montana

Bob Swan, Asst. Director
UM Indian Studies
Missoula, Montana 59801

John Wooden Legs
Tribal Educator
Lame Deer, Montana 59043

Jacob Big Horn, Jr.
Fort Peck Education Coordinator
Poplar, Montana 59255

Joe Day
Chairman, Inter-Tribal Council
Fork Peck Agency, Montana

Charles Fisher
Chairman, Montana United Indian Association
Babb, Montana 59411

Leonard Guardipee
Blackfeet Reservation Principal
Browning, Montana 59415

Gilbert Horn
Fort Belknap Tribal Council
Fort Belknap Agency, Montana

Jerry Lankford, Asst. Dir.
NACI University of Montana
Missoula, Montana 59801

Joe McDonald, Director
Principal, Ronan High School
Ronan, Montana 59064

Arthur Plenty Hawk, Student
Northern Montana College
Havre, Montana 59501

Alonzo Spang
B.I.A. Superintendent
Lame Deer, Montana 59043

Thomas Thomson, Director
EMC Teacher Corps
Billings, Montana 59101

Joe Yellow Robe, Director
OEO Community Relations
Helena, Montana 59601

Appendix IV

RECOMMENDATIONS*

STATE INDIAN STUDIES PROJECT

RECOMMENDATION # I

THE STATE INDIAN STUDIES PROJECT recommends that the Board of Regents and the Board of Public Education allocate funds and staff to support the implementation of the Master Plan recommendations during the coming biennium. It is further recommended that the Boards reque : an appropriation of funds for the 1977-79 biennium for a permanent staff position to insure the continued implementation of recommendations and the development of appropriate programs. This staff position should be maintained for at least the duration of the time framework expressed in the legislation which originated this effort (nine years or until 1982) and hopefully will be continued permanently.

1. If it is impossible to hire additional staff under present budget conditions, the Board of Regents and the Board of Public Education through their executive officers, the Commissioner of Higher Education and the Superintendent of Public Instruction, should immediately assign responsibility for the Indian Culture Master Plan to appropriate staff members already employed.

2. The executive officers of the Boards should cooperate in providing adequate resources to the staff assigned to the project for travel, materials acquisition, printing and postage costs, etc

3. The Board of Regents should encourage the units of the Montana University System to allocate funds to Native American Studies programs since these programs will be of critical importance in implementing the Indian Culture Master Plan.

4. The Board of Public Education should encourage the development of Indian Studies programs at the local level for both teachers and students since the initiation of such programs is one basic aspect of the Indian Culture Master Plan.

***These recommendations were included in Kenneth Harwood's final report to the jt. curriculum committee. Although the concepts and ideas contained in these recommendations were incorporated in the Indian Culture Master Plan, it should be noted that they are presented in Appendix IV only for informational purposes.**

STATE INDIAN STUDIES PROJECT
SUGGESTED BUDGET ALLOCATION FOR OFFICE AND STAFF FOR INDIAN CULTURE MASTER PLAN

		Estimated Range	Suggested Source of Support
I.	**STAFF**		
	(1) Director	$13,500 - $15,500	State Board of Regents
	(1) Research Analyst	$12,000 - $13,500	State Board of Regents
	(1) Secretary	$8,000 - $9,000	State Board of Regents
	Sub-Total	$33,000 - $38,000	
II.	**OFFICE & SUPPLIES**		
	Space (750 sq. ft.)	$1,200 - $1,500	Supt. of Public Instruction
	(3) Desks	In-kind	Supt. of Public Instruction
	State Hot-line	In-kind	Supt. of Public Instruction
	Federal Hot-line	In-kind	Supt. of Public Instruction
	(2) Typewriters	In-kind	Supt. of Public Instruction
	Miscellaneous	$4,000 - $5,000	Supt. of Public Instruction
	Sub-Total	$5,200 - $6,500	
III.	**STAFF TRAVEL**		
		$3,000 - $5,000	State Board of Regents

IV. INDIAN CULTURE MASTER PLAN EDUCATIONAL REVIEW GROUP

15 Members on Advisory Committee	$5,000	- $8,000	State Board of Education
One-Year Total	$47,700	- $57,500	State Funding Requested
Two-Year Total	$95,400 (Low)	- $105,000 (High)	State Funding Requested

RECOMMENDATION # II

The Indian Studies Project recommends that the Board of Regents establish a fiscal policy to provide that adequate faculty and support costs are generated to insure quality of instruction commensurate with the educational goals and measures outlined in the Master Plan. It is further recommended that the unit presidents of the Montana University System include in their appropriation requests to the Board of Regents, adequate funds to provide for additional FTE faculty to present courses which will be part of the Indian Culture Master Plan at units of the Montana University System.

RECOMMENDATION # III

The Indian Studies Project recommends that the State Board of Education acknowledge and support the position statements expressed in the New Montana Constitution (Article X), the Final Report of the Postsecondary Education Commission and in House Joint Resolution No. 28, passed unanimously by the 1975 Legislature.

Article X of the New Montana Constitution reads:

(2) The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity.

Specifically, Recommendation 101 of the Final Report reads:

101. Postsecondary institutions and concerned state agencies should support the new Indian Culture Master Plan for the Education of Public School Teachers (HB 343, HJR 60) and provide assistance for its implementations.

In addition, House Joint Resolution No. 28 reads, in part:

(3) THAT THE BOARD OF REGENTS SUPPORT THE NEW INDIAN CULTURE MASTER PLAN FOR THE EDUCATION OF PUBLIC SCHOOL TEACHERS (HB 343, HJR 60 OF 1974) AND PROVIDE ASSISTANCE FOR ITS IMPLEMENTATION.

RECOMMENDATION # IV

The Indian Studies Project recommends that the Board of Regents and Board of Public Education establish a joint Board policy as appropriate to state law and board procedures whereby a range of three (3) to six (6) credit hours or equivalent background in Native American studies be required for students seeking teacher certifications, certified teachers and non-certified education personnel as mandated by House Bill 343 and encouraged by House Joint Resolution 60.

RECOMMENDATION # V

The Indian Studies Project recommends that the Board of Public Education and the Board of Regents direct teacher training institutions to develop criteria whereby Indian, non-Indian faculty and consultants meet certain cultural qualifications and academic requirements for making presentations on Indian Culture Master Plan courses of study in colleges and universities, public school in-service training and school programs of study.

Recommended criteria and qualifications are:

1. That individuals be culturally knowledgeable about Montana Indians and about the Indian culture topics to be presented in relationship to the Master Plan measures.
2. That whenever possible faculty, consultants and other individuals participating in college courses of study or in-service teacher training projects be of Native American descent and background.
3. That individuals have the ability to understand the psychological and philosophical frames of reference of Indian people as seen from tribal perspective.
4. That individuals be able to demonstrate the sensitivities and concerns of Montana Indian people to students through academic training projects.
5. That individuals be recognized and accepted by both tribal and non-tribal communities as representative of Indian people.
6. That individuals have the cultural and academic credentials to meet the requirements proposed by the various advisory committees planning and participating in these courses or programs of study.
7. That non-Indians have a minimum of ten (10) credit hours in Native American Studies or equivalent background in Indian culture before they participate in college courses of study or programs of study at the local level.

RECOMMENDATION # VI

The Indian Studies Project recommends that the Board of Regents formulate a policy statement and

position directing Montana teacher training institutions to implement the following principles and guidelines when developing an Indian Culture Master Plan course of study.

RECOMMENDED PRINCIPLES AND GUIDELINES:

1. That teacher training institutions develop an Indian studies curriculum to be offered to students, teachers, and education personnel which presents true, accurate and undistorted information about Native Americans and Montana Indian culture.
2. That when appropriate, education departments and formal Native American studies programs at teacher training institutions jointly co-sponsor the development of Master Plan courses of study.
3. That teacher training institutions designate the Master Plan course of study as developed, the course of study which meets the requirements and intent of HB 343 and HJR 60.
4. That academicians at teacher-training institutions view field work as equally important to on-campus work and recognize the importance of extending the course work to the Indian community under study.
5. That teacher-training institutions establish a prerequisite for students undertaking the Master Plan course of study whereby upper division students classified as education majors be given top priority for enrollment in classes offered.
6. That teacher-training institutions encourage those making presentation on Master Plan courses of study to submit a proposed outline of course or courses with an evaluation plan to the designated academic committee for review to insure class content meets the legislative intent of HJR 60 and HB 343.
7. That teacher-training institutions post course numbers and grades received on student's transcript verifying that the student has successfully completed courses of study.
8. That teacher-training institutions offer the Master Plan courses of study at least once every quarter or semester.
9. That the teacher-training institutions designate an appropriate academic committee composed of both Indian and non-Indian educators to plan and participate in the development of courses of study.
10. That teacher-training institutions make provision to offer a graduate course of study with extension credit to teachers in the field as requested by local Boards of Trustees to fulfill requirements and encouragements of HB 343 and HJR 60.
11. That teacher-training institutions insure the inclusion of culturally knowledgeable people in the preparation and presentation of courses and that Indian books, films, and other master plan resources be acceptable to Montana tribal groups as representative of their unique tribal backgrounds.

RECOMMENDATION # VII

The Indian Studies Project recommends that the State Board of Education and State Board of Regents establish a Master Plan Education Review Committee under their assigned authority and that the State Board make funds available for travel, per diem and mileage for the appointed committee members.

Recommended Activities of Master Plan Committee:

1. To implement recommendations of the Indian Culture Master Plan in the interest of both students and educators affected.
2. To design and develop continuing grant proposals for submission to the appropriate agencies of the federal government to assist the state in stressing teacher in-service training and in developing Indian programs of study in public schools.
3. To assist in carrying out the full intent and provisions of Title IV, Indian Education Act and review current and future Title IV programs.
4. To assist the state J.O.M. office and to maintain a working relationship with local J.O.M. programs emphasizing the need to implement recommendations of the Indian Culture Master Plan.
5. To assist the designated state office which is assigned the task of implementing the Indian Culture Master Plan in budget planning, dissemination of data and information, and in publication and curriculum development.
6. To provide for evaluation of the State Indian Culture Master Plan on a continuing basis for its duration.

RECOMMENDATION # VIII:

The Indian Studies Project recommends that the State Board of Public Education formulate a standing policy directing Montana public schools to implement the following principles and guidelines when developing teacher courses of study or in-service training.

Recommended Principles and Guidelines:

Teachers

1. That public school administrators insure that all teachers adopt one of the three options for obtaining the Indian Studies training necessary to fulfill the requirement or intent of HB 343 or HJR 60 as appropriate.
   a. A course of study offered by a Montana teacher training institution provided either at the college or by extension at the local level.
   b. An in-service teacher training project provided by a local Board of Trustees as approved by the Superintendent of Public Instruction.
   c. An in-service teacher training project provided by the Superintendent of Public Instruction.
2. That a minimum standard of three quarter credit hours or demonstrated equivalent training be

required to fulfill the requirements of HB 343 or HJR 60 mentioned above in b and c for certified teachers and non-certified educational persons in the field.

3. That public schools provide teacher training curricula on Indian studies that emphasize the topic areas recommended in associated legislation (HB 343 and HJR 60).
4. That public school superintendents or other appropriate authority require that teachers and affected education personnel be provided with a letter of completion of instruction and that the Superintendent of Public Instruction is informed of completion of training for purposes of accountability.
5. That public schools maintain accurate records on teachers undertaking in-service training projects and provide that information to the office of the Superintendent of Public Instruction annually.
6. That public schools arrange with institutions of higher education to provide in-service training with college credit to enable teachers to complete their 5-year accreditation requirement and project certification.
7. That public schools after July 1, 1979, employ only those teachers who have successfully completed one of the three options available with a minimum of three credit hours or demonstrated equivalent.
    a. Equivalent shall be considered to mean at least 30 actual hours of previous academic training in Indian studies related to topic areas. Exceptions may be made on an individual basis for demonstrated ability and extensive background in Indian studies through oral or written examination.
8. That public schools request adequate funds to sponsor teacher in-service training projects from approved financial sources (local, state, federal, etc.).
9. That public schools continue to design and implement teacher training activities on an annual basis and annually provide special education seminars and workshops on Montana Indian affairs.

RECOMMENDATION # IX

The Indian Studies Project recommends that the Board of Public Education formulate an official Board policy directing public schools to include the following elements when developing programs of study on Indian culture.

Recommended guidelines for public schools:

1. That public schools introduce an Indian studies course or modify current curriculum programs to include emphasis on Montana Indian history and culture.
2. That all public schools encourage, support and sponsor appropriate school Indian ceremonies and cultural events representing Indian affairs.
3. That wherever there is a significant local Indian population, public schools shall give preference to bi-lingual or bi-culturally trained teachers for available positions in their school system.
4. That programs of study and instruction should include Indian history, traditions, customs, values, beliefs, ethics and contemporary affairs as seen from tribal perspective.
5. That public schools should include traditional speakers and culturally knowledgeable persons when presenting programs of study or teacher training activities.
6. That public schools develop contractual assistance programs for short and long range Indian education development. Recognized Indian educators should be included in those arrangements.
7. That public schools request, appropriate, and earmark **state foundation funds** to create and support Indian programs of study.
8. That all public school libraries utilize existing and future resources to acquire Indian books, films, artifacts, and other resource material that will be used by classes studying American Indian culture.

RECOMMENDATION # X

The Indian Studies Project recommends that the State Board of Regents and the State Board of Public Education request all Montana educational institutions to reaffirm their commitment to affirmative action by establishing "Special recruitment procedures" at their institutions to hire additional qualified Indian faculty, teachers and consultants to make presentations on Indian courses of study, in-service requests and program of study. It is further recommended that in view of the fact that there is a present lack of Indian educators in the state educational system, public schools, colleges and universities should seek those bi-lingual and bi-cultural educators and other persons who are most qualified in terms of the previously recommended criteria to make presentations on and about Montana tribal cultures.

RECOMMENDATION # XI

The Indian Studies Project recommends that the State Board of Regents urge teacher-training institutions to establish bi-lingual and bi-cultural education programs to insure that elementary and high school teachers understand Indian students' cultural frames of reference and tribal experiences. Whenever possible, qualified Indian teachers who can serve as role models should be recruited into these curricular programs both as faculty and students.

RECOMMENDATION # XII

The Indian Studies Project recommends that the Board of Public Education request the Superintendent of Public Instruction to publish a report semi-annually reflecting current enrollment figures of Indian students attending public schools and to present pertinent data and information to public schools informing them of their financial entitlement under the Indian Education Act, Title IV, Part A, and other available entitlement funds.

RECOMMENDATION # XIII

The Indian Studies Project recommends that the Board of Public Education direct the following public schools located on or adjacent to Montana Indian reservations to employ only those certified personnel who have successfully completed an Indian Culture Master Plan course of study at a teacher training institution, or a teacher in-service training project provided by either the Superintendent of Public Instruction's office or by a local Board of School Trustees.

Although schools have until July 1, 1979 to be in compliance with this portion of the law, it is recommended that every effort be made as soon as possible to achieve this goal.

The schools listed below are those on or directly adjacent to the seven Indian reservations in the State of Montana. However, in view of Montana's expansive area it is felt that the interpretation of "on or near" Indian reservations" should not be limited to only those schools. Although 30 miles may be regarded as "near" in Vermont or Rhode Island, in Montana 100 miles distance is usually regarded as "near". Consequently, it is recommended that all schools which receive any federal funds on the basis of Indian student population be considered to be included in the purview of the law.

Blackfeet Reservation

1. K-W Bergan
2. Browning Elementary
3. Starr
4. Croff Wren
5. Vina Chattin
6. Browning Jr. High
7. Browning High School
8. Cut Bank 7 and 8
9. Anna Jeffries
10. South Side
11. Cut Bank High School
12. East Glacier Park
13. Heart Butte
14. Valier Elementary
15. Valier High School

Crow Reservation

1. Plenty Coups High School
2. Hardin Elementary
3. Hardin Intermediate
4. Hardin 7 and 8
5. Crow Agency
6. Fort Smith
7. Harding High School
8. Lodge Grass Elementary
9. Corral Creek
10. Lodge Grass High School

Flathead Reservation

1. Arlee Elementary
2. Charlo Elementary
3. Charlo High School
4. Elmo Elementary
4. Cherry Valley Elementary
5. Linderman Elementary
6. Polson Middle
7. Polson High School
8. St. Ignatius Elementary
9. St. Ignatius High School
10. Ronan Elementary
11. Pablo Elementary
12. Ronan Middle
13. Ronan High School
14. Dixon Elementary
15. Dixon High School
16. Hot Springs Elementary
17. Hot Springs High School
18. Mineral Bench Elementary

Fort Peck Reservation

1. Poplar Elementary
2. Poplar Middle
3. Poplar High School
4. South Side Elementary
5. New North Side Elementary
6. Wolf Point 7 and 8
7. Wolf Point High School
8. Barbara Gilligan
9. Brockton High School
10. Frazer Elementary
11. Frazer High School

Northern Cheyenne Reservation

1. Lame Deer Elementary
2. Colstrip Elementary
3. Colstrip High School

Rocky Boy Reservation

1. Box Elder Elementary
2. Box Elder High School
3. Rocky Boy
4. Devlin
5. Highland Park
6. Sunnyside
7. Lincoln McKinley
8. Havre 7 and 8
9. Havre High School

Fort Belknap Reservation

1. Wyola
2. Harlem Elementary
3. Harlem High School
4. Hays
5. Lodge Pole
6. Hays High School

RECOMMENDATION # XIV

The Indian Studies Project recommends that the Superintendent of Public Instruction seek funds for the development of programs such as special education impact programs which focus on the strengthening of language skills and the enhancement of self-concept in Indian children.

For the nation's children for whom English is a second language, the passivity, the emphasis on the printed word and the major culture orientation of the conventional classroom too often result in language deficiency and increasingly negative self-concept. Language is learned by using language — which means the classroom must be a place where their experiences and interests are the basis for mastery of skills and concepts. Innovations in the teaching of reading and language skills are needed to increase the involvement of children with language.

RECOMMENDATION # XV

The Indian Studies Project recommends that the Board of Public Education request the Superintendent of Public Instruction to provide teachers with an official certificate of completion upon satisfaction of the requirements of the Indian Culture Master Plan through the options to be provided by that office or by local Boards of Trustees. In addition, college students seeking teacher certification upon completion of their educational program can request certification in Indian Studies upon submission of records indicating the completion of course work or in-service training.

RECOMMENDATION # XVI

The Indian Studies Project recommends that the State Board of Education request the Montana State Library Commission to create an American Indian Media Committee to review and distribute literature and other media material purchased about Native American and Montana Indian cultures. This committee should acknowledge that demeaning media or literature about Indians is a violation of their civil rights and must be eliminated from state public facilities. It is also recommended that the State Board of Education encourage the Montana State Library to develop a model plan of action to seek out resources to initiate a Native American library program that can be adopted in the 107 libraries in Montana to reinforce and supplement the Indian Culture Master Plan in cooperation with schools.

RECOMMENDATION # XVII

The Indian Studies Project recommends that the State Board of Education request the Governor to contact Montana's congressional delegation informing them of the Indian Culture Master Plan and request them to immediately assist the State of Montana in requesting needed funds from appropriate federal education agencies (Indian desks) to assist in the implementation of the recommendations of the Indian Culture Master Plan.

Appendix V

NATIVE AMERICANS AND POSTSECONDARY EDUCATION

For the sake of Montana's native peoples, and as a measure of the state's dignity, it is time to stop the learned rhetoric and to start learning action in early, basic and higher education. Native American education is so far in the past that it cannot wait on the future. For most of the native peoples of Montana there is no "today" in education. The evidence is uncompromisingly clear: Native American learners are caught in a network of mutually reinforcing handicaps ranging from material poverty to racism, illness, geographical and social isolation, language and cultural barriers, defacto segregation and simple hunger.

Native Americans not only need but want better schooling. They must have it, and they must have it immediately. We are convinced of their need for better schooling on their own terms with a major voice in the determination of objectives, active involvement in program development and strengthening of their own cultural base. And they must have better schooling both as individuals and as families.

Formal schooling for Native Americans must become more relevant to their values, customs and historical perspectives. This relevance is necessary for those making their initial forays into further education. It requires a strengthening of their own heritage as an antidote to the cultural shock that awaits them — or may have already brought them down. Improved course offerings in the Native American's cultural heritage are needed at all stages of education with particular emphasis on language, history, religion and social, political and recreational pursuits.

If we succeed in this, the energy now expended on distrust and hostility may be rechanneled into a healthy pluralism. We recommend, therefore, that

1. *The State Board of Education and the Montana postsecondary institutions fully implement the mandate of the new Montana Constitution (Article X, Sec. 2) through continued expansion of innovative projects and existing indian programs.*
2. *Montana postsecondary institutions should develop a set of institutional goals and objectives relating to Native Americans which would include, but not be limited to, welfare of students, educational programs, Indian community activities, etc.*

3. *Funding for Native American Studies Programs should be increased based on Indian student needs, population and the number of Montana Indian communities to be served. The criteria for future state funding and for establishing programs should be based on effective administrations, research activities, curriculum developments and support services, etc.*
4. *Postsecondary institutions should support financially, future Native American cultural activities on campus (museum exhibits, pow-wows, student conferences, art and cultural functions, etc.) the same as other school functions during the academic year.*
5. *Postsecondary institutions and concerned state agencies should support the new Indian Culture Master Plan for the Education of Public School Teachers (HB 343, HJR 60) and provide assistance for its implementation.*

To achieve the goals we consider essential for an effective relationship between the postsecondary education system and the Native American population, clear policy for positive action must be established. We recommend that:

6. *The Board of Regents and the Board of Public Education review educational policies as they relate to Indian students and initiate the necessary action to insure that the educational needs of the Native American people are being met.*
7. *The Board of Regents should appoint a standing subcommittee composed of Indian educators, tribal representatives and concerned people to review financing and administration of institutional programs for Native Americans and to deal with issues affecting the concerns of Montana Indian communities.*
8. *Student financial aid officials (tribal/institutional/federal) should make a responsible effort to develop new aid programs or a new statewide Indian financial aid formula on behalf of Indian students attending postsecondary institutions, taking into consideration treaty rights, tribal grants, state fee waivers, economic opportunity grants, legislation, etc.*
9. *Directors of college work-study programs should develop a policy which affords the Indian student an opportunity to work on or near reservations under the guidelines of the federal work-study program.*
10. *The Board of Regents should review the State Indian Fee Waiver and recommend to the legislature any reform needed to make the waiver applicable to all tribal Indian students.*

If we hope to buttress native pride and adaptability, we must begin when the critical aspects of personality formation are underway and must remain fixed on this objective throughout later education. Interracial tolerance, understanding and mutual respect cannot come about unless we help learners to achieve personal security and self-esteem from the very beginning. We need to establish mechanisms that will insure achievement of these purposes, and to this end, we recommend that:

11. *Presidents and/or directors of postsecondary institutions create an Indian Review Board with membership selected with the assistance of responsible tribal and urban Indian groups. The Board should address itself to issues and problems confronting postsecondary institutions and Native American communities.*
12. *Those institutions having significant Indian student populations or Indian community involvement should provide special services (skill classes, cultural classes, Indian counselors, tutors, etc.) for students needing this type of program.*
13. *Provision should be made for Indian students to have access to qualified Indian counselors (for at least 4 years) as well as tutors (for at least 2 years) to assist them in adapting to the foreign environment of the institution.*
14. *An effort should be made by officials of student health services to develop a uniform Indian student health plan in coordination with the Indian Public Health Service.*
15. *The Commissioner of Higher Education should seek funds to finance an annual conference on Native Americans in postsecondary education. Participants should include representatives of postsecondary institutions, Indian students, Montana Indian community people, state educational officials, etc.*

16. *All postsecondary institutions should develop and maintain data on Indian students and Indian community projects for the purpose of public accountability.*
17. *The Commissioner of Higher Education should evaluate institutional programs for Indians and make recommendations for insuring full and acceptable participation in these programs by Montana Native Americans.*
18. *The Board of Regents should develop an annual report concerning Native Americans in postsecondary education to be disseminated statewide.*

Another guarantee of effective Native American programs is adequate Indian representation in policy and operating positions in the state. We recommend that

19. *The Governor appoint a Native American to the Board of Regents.*
20. *The Board of Regents should seek funds from the Legislature for a permanent Indian staff member in the office of the Commissioner of Higher Education for the purpose of coordinating Indian affairs and programs at postsecondary institutions.*
21. *All postsecondary institutions should make an immediate effort to employ qualified Indian faculty and non-instructional staff on all levels.*

Appendix VI

GUIDELINES FOR TEACHER TRAINING

To ensure uniformity in terms of what constitutes an acceptable teacher training course or program, as contrasted with general Native American studies programs available at the universities, the following guidelines, consistent with the intent of the law, are proposed.

A. Course Content

1. Cross-cultural awareness with emphasis on such issues as the definition of culture, social and personal value systems, the development of attitude, and the nature of prejudice.
2. General overview of Native American history and culture.
3. Specific orientation to the history, traditions, beliefs, ethics, customs and contemporary affairs of Montana Indian tribes.
4. Classroom techniques for teachers of Indian children.

B. Instructional Options

1. A formal course or combination of courses consisting of a total of no less than 6 college quarter credits, designated by each college or university as meeting the requirements of the law, and consistent with the course content described above.
2. Inservice training consisting of no less than 30 clock hours duration developed by the Superintendent of Public Instruction.
3. Inservice training consisting of no less than 30 clock hours duration, provided by a local board of trustees and subject to approval by the Superintendent of Public Instruction.
4. A combination of the above, consistent with the course content and subject to approval by the Superintendent of Public Instruction.

C. Developmental Procedures

1. All courses or inservice training must be developed with the advice and assistance of Indian people.
2. Inservice teacher training programs should be developed relevant to the specific tribal area in which the teachers are teaching.
3. School districts are encouraged to arrange college credit for inservice training programs so that teachers may use such credits in conjunction with future college or university work and for recertification purposes.
4. The higher education units are encouraged to offer the designated course during summer sessions to attract public school personnel to the classes.

D. Administrative Details

1. Board of trustees will need evidence that affected personnel have had instruction in Native American studies. The evidence may be obtained in two ways from three different sources:
   a) from a transcript of the teacher's academic record supplied by a unit of the Montana University System;
   b) from a letter supplied by the district indicating that the teacher has completed the inservice training program of the Superintendent of Public Instruction;
   c) from a letter supplied by the superintendent of the district where the teacher has completed a locally-developed inservice training program.
2. Universities and colleges will need to consider three administrative procedures.
   a) Preferential enrollment. If enrollment in any course is too high, education majors should be given a priority.
   b) Course numbering. It may be advisable for courses which become a part of this interdisciplinary program to carry dual numbers, one that of the department and one a Native American studies number. The numbering system would both eliminate problems on transcripts and indicate completion of the requirement.
   c) Completion of requirement. If a dual numbering system is not implemented, other provisions for indicating completion should be made.